MIDDLEBURY COLLEGE

Summer 1959

Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

Cover—See page 2

In this issue

A Look at Chemistry

MIDDLEBURY in the News

College to Open With Freshman Convocation on September 20th

An honorary Doctor of Letters degree will be conferred upon Dr. Frank P. Piskor, '37, at Freshman Convocation on Sept. 20th. Dr. Piskor, Vice President and Dean of Student Services at Syracuse University, will deliver the Convocation address. This will be the first Freshman Convocation in the history of the College with a full academic procession and an off-campus speaker.

From a total of 1939 applications the College has accepted a Freshman Class of 381 students—145 women and 236 men.

The freshmen will come from 22 different states and seven foreign countries. New York leads with the largest number of members (102), then follows Massachusetts (102), New Jersey (47), Connecticut (33), and Vermont (30). From among the 70 applications received from Vermont students 45 were accepted, but 15 of these Vermonters selected another institution leaving a freshman total of 30.

While thinking of the Class of 1963, parents might be interested in noting that Middlebury was included in a listing of 33 "toughest colleges to get into" by the editors of *Changing Times* in their May issue.

"Admission is difficult," according to the article in *Changing Times*, "because the majority of those admitted have scored above 550 in College Boards, been in the top quarter of their high school class, excelled in non-academic activities and had strong recommendations from their schools."

New England colleges included in the listing with Middlebury were: Amherst, Bowdoin, Dartmouth, Harvard, MIT, Mount Holyoke, Pembroke, Radcliffe, Smith, Tufts, Wellesley, Wesleyan, Williams and Yale.

Cover

Otis L. Smith, '59, feels mighty proud on Commencement Day as his wife (Gay Nelson, '58) adjusts his gown prior to the ceremonies. Daughter Gay Garland shared the happy occasion with mommy and daddy.

Parents to Gather at College on October 17

Another successful Parents Weekend is anticipated this year when parents will again be given the opportunity to visit the College when it is in session during the 1959 Parents Weekend, scheduled for October 17th and 18th.

The program will include a special Parents Luncheon in the Memorial Field House prior to a Parents Day football game between Middlebury and Bates at Porter Field. A reception for visiting parents will be held by President and Mrs. Samuel S. Stratton following the game.

Parents will be able to visit classes on Saturday, and have the opportunity to meet members of the Faculty at various functions scheduled for the Weekend.

Parents will also have the opportunity to tour the Phase I addition to the Egbert Starr Library which will be ready for use by students and faculty on Sept. 1st.

The 1959 Parents Weekend will end with a special Chapel Service for parents at 10:45 o'clock in Mead Memorial Chapel on Sunday morning.

Shortly after the opening of College in September, all parents will receive an invitation to Parents Weekend with a return card listing the functions on the program so that visiting parents can indicate the events they wish to attend.

Since visitors have varying preferences for room accommodations, it is necessary that all parents attending Parents Weekend arrange for their own reservations. Sons and daughters in College often assist in securing reservations for their parents for the busy weekend.

■ This portrait of Robert Frost, the poet, painted by the distinguished American artist Gardner Cox and recently presented to Middlebury College, was awarded the popular prize at the recent Boston Art Festival. The painting which was made possible by the generous gift of Egbert C. Hadley, '10, and Mrs. Hadley will be hung in the Robert Frost Room, one of the new features of the Phase II construction of the Library.

The Frost Room project was stimulated by undergraduate interest in the Library Development Program. And during the past academic year students raised funds for the Library for the purpose of honoring Mr. Frost. It is expected that their efforts will be aided by gifts from the Bread Loaf Schools and other friends of the College interested in this project.

Your Family and Middlebury

Volume 3, No. 4 **Summer 1959**

George H. Huban, Editor

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Second Class Postage Paid at Middlebury, Vermont.

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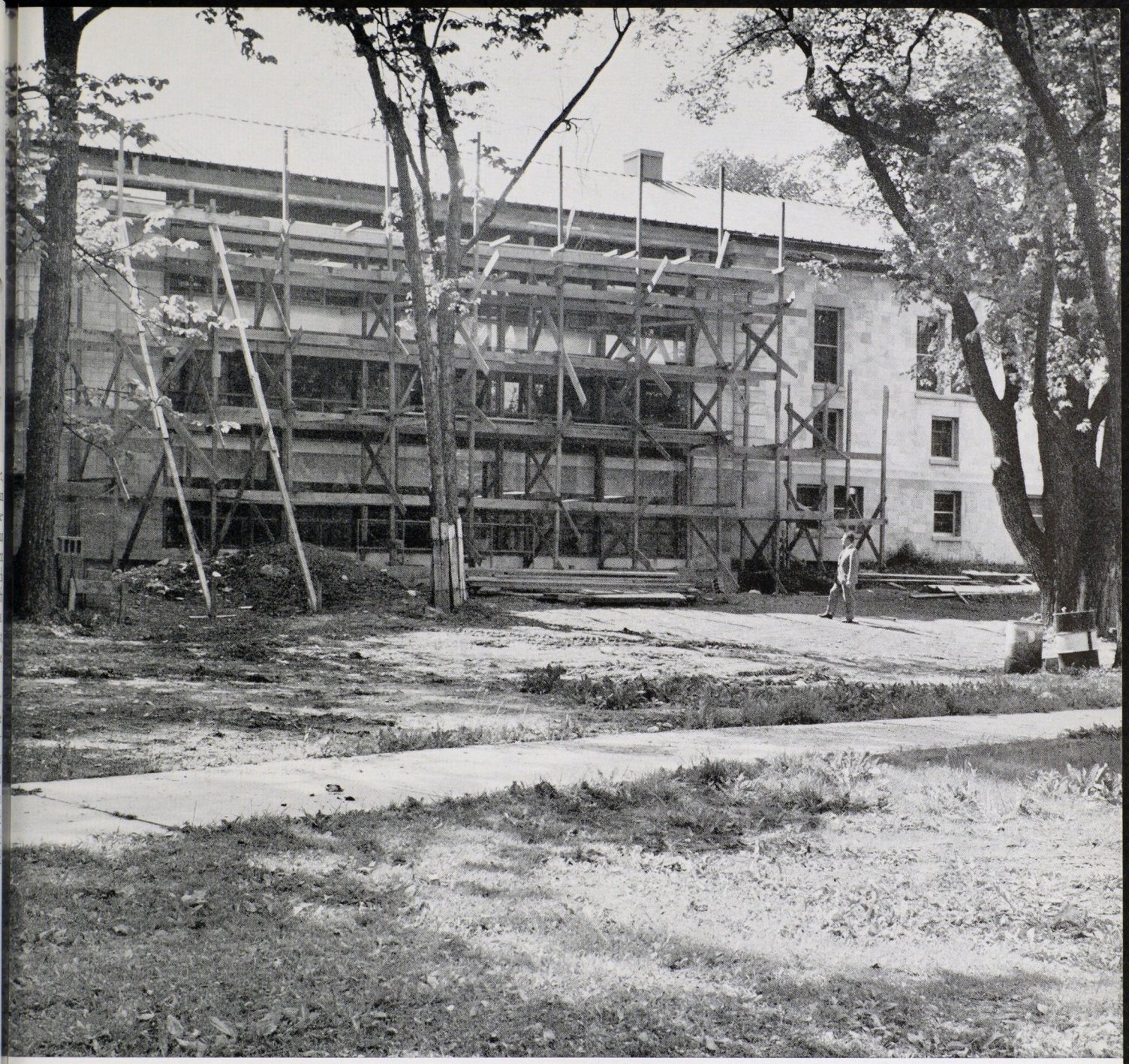

PARENTS returning to the campus at the end of the College Year noted that the construction work on Phase I was approaching completion as shown above. The new Library area and facilities made available by this first stage will officially be turned over to the Librarian for use by September 1, 1959. Meanwhile the preliminary work necessary to get Phase II underway is commencing. This phase embraces the complete renovation of the present Library building to improve its facilities and efficiently tie it in to the new area made available by Phase I. Currently the Library staff is busily engaged in moving books and documents in order to prepare the areas for the construction and renovation work. The construction timetable calls for the completion of Phase II by September 1960. It is hoped that at that time the $1,350,000 Library goal will have been realized so that work can immediately commence on the third and final stage of the Library project (*see page 5*).

Library Fund Totals*
(Gifts and Pledges)

Special Gifts . . .	$593,486	84.8%
Alumni	160,414	40.1
Parents	31,517	21.1
Business & Industry . . .	10,765	21.5
College & Community . .	884	3.5
Summer Schools .	1,990	7.9
	$799,056	59.2%

*As of June 19, 1959

PARENTS FUND has Record Year

Total gifts of $26,431.74 received has resulted in an all-time high by the 1958–59 Parents Fund. Much of the sizable increase resulted from an enthusiastic support of the Library program by generous parents wishing to assist in the project.

Comparison with previous years results for the Parents Fund are as follows:

1954–55	$ 6,942.75
1955–56	5,317.50
1956–57	7,975.52
1957–58	16,538.82
1958–59	26,431.74

Parents Fund for the Library

Mr. and Mrs. Sayed H. Alatas
Mr. and Mrs. Ernest H. Augat
Dr. John T. Batal
Mr. Harold W. Beyer
Mr. and Mrs. T. A. Buhl
Mr. and Mrs. William McD. Bush
Mr. and Mrs. Joseph R. Busk
Mr. Lansing T. Carpenter
Mr. and Mrs. John M. Case
Mr. and Mrs. John D. Cowan
Mr. and Mrs. H. W. Coward
Mr. and Mrs. Philip T. Dalsimer
Mr. and Mrs. Hewlett H. Duryea
Mr. Harry J. Dworkin
Miss Hazel B. Edgar
Mr. Guy English
Mr. and Mrs. John H. Fawcett
Mrs. Robert L. Finley
Mr. Jack A. Fraser
Mr. and Mrs. Stephen E. Freeman
Mr. Frank Freer, Jr.
Mrs. Otto A. Fricke
Mrs. Elizabeth R. Gariepy
Mr. William C. Gay
Mr. and Mrs. L. Getzoff
Mr. and Mrs. Saul Golkin
Mrs. Myron B. Gordon
Dr. and Mrs. Cornell G. Gray
Mr. Joseph Greene
Mrs. Violet A. Groll
Mr. and Mrs. Robert J. Hancock
Mr. and Mrs. Charles J. Haupt
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Dr. and Mrs. Edward B. Hopkins
Mr. Horace H. Hopkins
Mr. and Mrs. Alexander C. Horniman
Dr. Walter Howe
Mrs. Laurence T. Howell
Mr. Wilfrid D. Howick
Mr. and Mrs. Lawrence S. Irwin
Mrs. Alexander S. Keller
Mr. and Mrs. Clifford L. Kernochan
Mrs. Harry R. Kimbark
Mr. F. Stuart Knight
Mr. and Mrs. Henri Krouwer
Mr. and Mrs. William L. Keubler
Mr. C. W. LaPierre
Mr. and Mrs. Stephen H. Larrabee
Mr. and Mrs. Frederick J. Lenfestey
Mr. and Mrs. Victor W. Logan
Mr. and Mrs. Stanley J. Lonsdale
Mr. and Mrs. D. S. Lott
Mr. and Mrs. Robert E. Lovett
Mr. and Mrs. S. C. Lyons
Mr. and Mrs. Winston C. Macdonough
Dr. and Mrs. John W. Machen
Mr. and Mrs. Findley T. MacIntyre
Mr. and Mrs. William Macristy
Mr. and Mrs. Harry B. McClure
Mr. James F. McDonough
Mr. Frank McNeil
Mr. and Mrs. Mortimer H. Margoluis
Dr. and Mrs. C. Phillip Miller
Mrs. J. B. Miller
Dr. and Mrs. Malcolm W. Miller
Mr. and Mrs. Charles R. Millett
Dr. Theodore R. Miner
Dr. Royal M. Montgomery
Mr. and Mrs. A. M. Myhrman
Mr. and Mrs. John H. Owens
Mr. and Mrs. Jerome F. Peck, Jr.
Mr. and Mrs. Charles Pokorny
Mr. H. W. Prentis, Jr.
Mr. B. Earl Puckett
Mr. and Mrs. J. P. Rich
Mr. and Mrs. W. H. Robinson, Jr.
Mr. and Mrs. Harold C. Rothe
Dr. and Mrs. M. T. Ryman
Mr. Harry J. Rudick
Mrs. Helen N. Schaefer
Mrs. John F. Schiller
Mr. Michael Schneller
Dr. and Mrs. Jacob R. Schwartz
Mr. and Mrs. Alva C. Small
Mr. Harry R. Snyder
Mr. and Mrs. John W. Spaeth, Jr.
Mr. and Mrs. R. A. Sperry
Mr. and Mrs. E. Perry Spink
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Mr. and Mrs. Millard N. Tucker
Mr. Wilfred J. Turenne
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Mr. and Mrs. Richard H. Van Horn
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Mr. and Mrs. Marinus E. H. Warendorf
Mr. and Mrs. V. B. Watkins
Dr. and Mrs. David Wechsler
Mrs. Avery D. Weisman
Mr. and Mrs. John L. Wheatley
Mr. and Mrs. Robert S. Widen
Mr. Byron J. Williams
Mr. Jan Winter
Dr. Frank W. Wood
Mr. and Mrs. Thomas A. Woolsey

Parents Fund

FOUNDERS SHARES

Mr. and Mrs. Saul Golkin
Mr. C. W. LaPierre
Mr. B. Earl Puckett
Mr. and Mrs. Harry R. Snyder
Mr. and Mrs. William Hazlett Upson

FELLOWS SHARES

Mr. Benjamin Cone
Mr. and Mrs. Edgar Stanton, Jr.
Mr. and Mrs. C. S. Stuckenholt
Mr. and Mrs. Millard N. Tucker

LEADERSHIP SHARES

Mr. and Mrs. Sayed H. Alatas
Mr. and Mrs. Ernest H. Augat
Mr. and Mrs. Joseph R. Busk
Mr. and Mrs. John D. Cowan
Mr. William C. Gay
Mr. and Mrs. Harry Hilfer
Dr. Walter Howe
Mr. and Mrs. Harry B. McClure
Mr. and Mrs. J. P. Rich
Mr. and Mrs. Robert B. Stokke

LOYALTY SHARES

Dr. John T. Batal
Mr. and Mrs. T. A. Buhl
Mr. and Mrs. William McD. Bush
Mr. Lansing T. Carpenter
Mr. Harry J. Dworkin
Mr. and Mrs. John H. Fawcett
Mr. Jack A. Fraser
Mr. and Mrs. Stephen E. Freeman
Mr. Joseph Greene
Mr. and Mrs. N. Cary Hayward
Mr. and Mrs. Charles Heald
Mr. and Mrs. Stanford Hendrickson
Dr. and Mrs. Edward B. Hopkins
Mr. and Mrs. Henri Krouwer
Mr. and Mrs. Stephen H. Larrabee
Mr. and Mrs. Robert E. Lovett
Mr. and Mrs. Charles R. Millett
Mr. and Mrs. Charles Pokorny
Mr. and Mrs. Harold C. Rothe
Dr. and Mrs. Jacob R. Schwartz
Mr. and Mrs. Jack D. Taylor
Mr. and Mrs. Robert N. Thompson
Dr. and Mrs. M. Coleman Twitchell, Jr.

Parents Gifts

(Other Purposes)

Mr. and Mrs. Don G. Mitchell
Gift for the Religion
Conference Endowment
Mr. and Mrs. H. Michael Wilson
Gift for the H. Michael Wilson
Memorial Scholarship

Students Returning in the Fall Will Use New Library Addition

It should be almost a pleasure for Middlebury College students to study this fall if they pursue their labors in the new wing of Starr Library which now stands almost completed.

The $425,000 addition to the old library built in 1909 is marked by free use of glass to provide a clean-looking, airy atmosphere to study areas within the library. Stack facilities will be almost doubled, and seating capacity will be vastly increased.

The addition is the first of three phases totalling $1,350,000 in costs and will dwarf the original structure in size. Every modern convenience is placed at students' disposal, even, looking to the future, typing booths with sockets to plug in electric portable typewriters which are beginning to reach the markets.

Slated for occupancy in early September, the addition caters to the present study habits of students by placing study carrells, cubicles with desk, chair and bookshelf, right in the stack area with the books, instead of in a separate area far removed from volumes.

This plan resulted from the sight of students poring over shelves of books to find the ones they want, and having to study standing up in the stacks, skimming different volumes on the spot to save the long trip from shelf to seat and back. Under the new arrangement, students will be able to take an armload of books from the shelf a short distance to their carrells for examination and comparison.

Other features of Phase I include seminar rooms for small classes, storage rooms, and even an elevator for floor-to-floor book transport. The addition has four floors including the basement level, with stacks or storage facilities on each one of the floors.

The seminar rooms are a new departure in library construction technique as they will allow small advanced-course classes to shorten supply-lines by meeting handy to books they might have to consult in the course of their discussions. Among the rooms are the Saudi-Arabian room, given by parents of students living in Saudi Arabia, and the Sunderland seminar room, given by Edwin S. S. Sunderland, a trustee of the college.

The Frost Room project was stimulated by undergraduates through fund-raising campaigns. This room will contain the library's collection of Robert Frost first editions, books, papers, etc.

The new section will have a climate carefully controlled by an elaborate system of ducts which will keep humidity at the low level required for long book life.

Fund-raising activities are still very much in progress for the remainder of the proposed library construction. Approximately $810,000 of the needed $1,350,000 is in hand and the College hopes to have the entire project completed, by the fall of 1960.

But perhaps students will have trouble studying in the new library after all. The plate-glass windows of the eastern face gaze squarely on Vermont's Green Mountains.

the PRESIDENT'S Page

THE most important matter to present on this President's Page of the Summer Issue is a report on progress on the work of our Faculty Educational Policy Committee. In April, at our invitation a group of Consultants made a three-day visit to the College: Dr. Jacques Barzun, Provost of Columbia University; Professor M. Gilbert Burford, Chairman of the Department of Chemistry at Wesleyan University; James F. Cusick, Professor of Economics and Chairman of the Great Issues Course at Dartmouth College; Hunter Kellenberger, Professor of French and Chairman of the Department of Modern Languages at Brown University. These men were chosen not only as distinguished professors in their respective fields but because each had evidenced a broad interest in the policies and problems of higher education. During their visitation they interviewed over fifty faculty and staff members and spent an evening with members of the Student Educational Policy Committee. They were also given completed questionnaires which had been filled out by the senior class. In short, every opportunity was given to them to assemble at first hand the opinions and comments of faculty, staff, and students. They were given statistical information with regard to the curriculum, course offerings, faculty loads, etc. Before they left us, the Consultants drew up an outline of a report. Later in New York they met again and prepared the final report for the Educational Policy Committee. This report in turn was read to the entire faculty at a special meeting in May.

OF OUR Consultants we asked a critical appraisal and recommendations for improvement in curriculum and organization. It is my belief that the Educational Policy Committee was well pleased with the results and found many suggestions they will wish to incorporate in their recommendations to the faculty and administration.

In general suggested changes in organization were in the direction of strengthening the Educational Policy Committee by giving them certain executive powers by the establishment of a Subcommittee on Instruction. Such a faculty group, it was felt, might make for example adjustments in faculty teaching loads, in course offerings, and also act to decrease the existing autonomy of the departments and divisions. Since the report was over fifty pages in length, only a few recommendations can be mentioned here. In general, however, it was commented upon that in many departments we needed either additional faculty members or fewer course offerings. In some instances concrete suggestions were made for an additional instructor, or in others the definite suggestion was for fewer course offerings. In short, for several departments it seemed to be the feeling that we were attempting too much with too little.

Perhaps the most revolutionary suggestion made was the reduction of our traditional five-course program to four courses in the junior and senior years. This step would at once reduce the proliferation of courses (this semester we offered twenty-seven courses that enrolled fewer than five students) and release faculty time for more careful supervision of student written work and for student consultations. Such a program would not, I believe, call for fewer faculty, but it would maximize the resources of our faculty for a heightened intellectual experience for students.

THE Consultants' weekend with us was in itself a stimulating and provocative experience for faculty and students. Such a concentrated session of give and take on educational policies and problems gave all of us an opportunity for the sort of self-appraisal which is of itself an extremely important educational process.

During the summer the Educational Policy Committee will continue to assemble data and to review the recommendations of our Consultants under the Fund for the Advancement of Education. It is my hope that, not all at once by some manifesto but gradually, we shall find it feasible to adopt suggestions for improving the effectiveness of our total educational program. Only by so doing can we meet the challenges of the present demands upon higher education.

I cannot complete this Page without commenting on the Library Building Program. Those of you who visit the campus this summer will see Phase I of the library expansion program nearing completion. I feel certain you will be impressed with the beauty and functional efficiency of this structure. It has been made possible by voluntary gifts of alumni, foundations, corporations, and friends. I am confident that your support will continue until all of the phases are finished and the completed structure becomes a reality.

Samuel S. Stratton

A Look at Chemistry

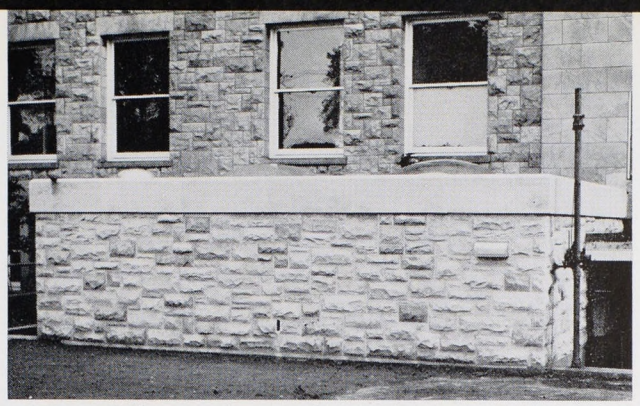
MIDDLEBURY, amid growing demands for more liberal arts graduates majoring in the sciences, has been busy working out a plan for better utilization of facilities so necessary to accommodate the increasing interest of students in Chemistry. A number of new units have been installed in the laboratory through gifts of industrial firms. And steps have been taken to modernize and reduce fire hazards in the Chemistry Building.

The interest of students in Chemistry and some of the department's new acquisitions are shown on these pages. During his four years at Middlebury, the Chemistry student has the opportunity to become familiar with most types of balances in use today, from the classical analytical in the freshman year to the microbalance in the senior year. Students availing themselves of this opportunity are shown in some of the pictures.

A most important recent addition to the Chemistry Building was the construction of a vault which fills a long felt need for a safe area for the storage of inflammable solvents and compounds—an area which would have fire hazard reduced to the absolute minimum. A second factor motivating this construction was the fact that one central storeroom for all bulk chemicals was also needed to replace the obsolete and inconvenient arrangement of storing chemicals in five different areas on different floors of the main building.

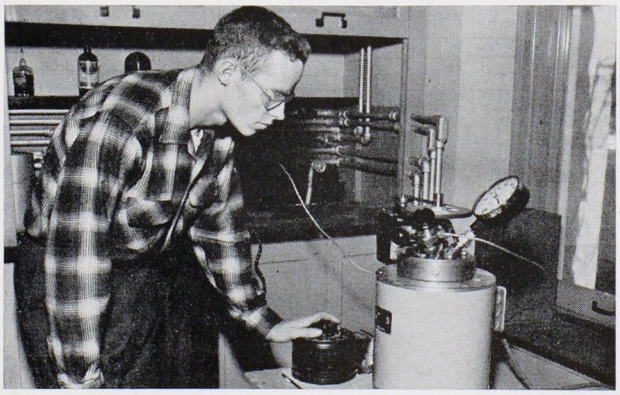
Some of the features of the vault which was made possible—in part, by grants from Esso and the Minisink Oil Co., Inc., Whippany, N. J., are:

(1) Although it adjoins the Chemistry Building, it is a completely separate unit, so designed to avoid damaging the main building in the event of a fire or explosion in the vault; (*Please turn to page 15*)

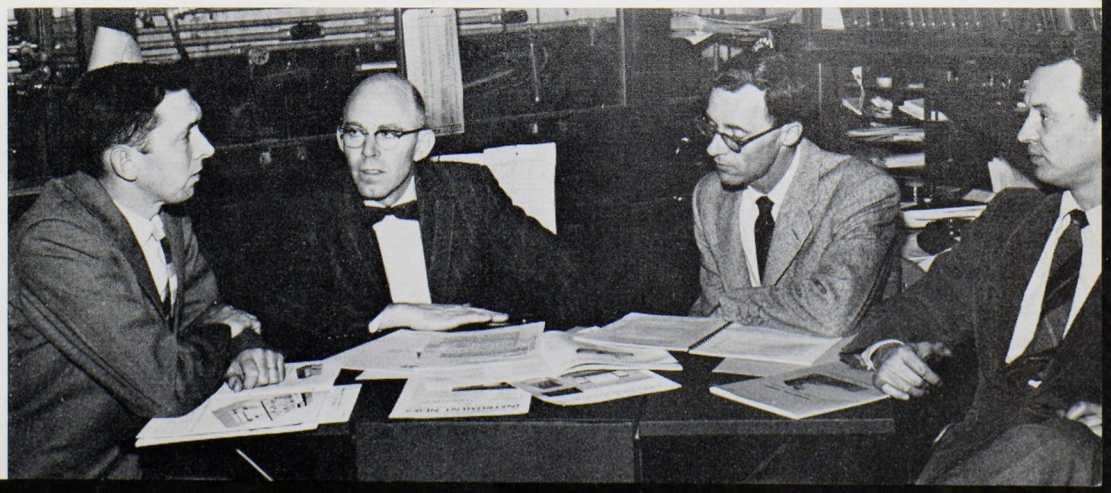


■ View of the recently completed Chemistry Vault located on the College Street side of the Chemistry Building. The vault addition is part of a long range plan started several years ago for modernizing and reducing fire hazards in the Chemistry Building.

■ Helen Fitzgerald, '59, is using an electric shaker while growing mushroom cultures. Helen graduated with Honors in Chemistry for work on enzymes during the senior year. She will study for an advanced degree at Harvard in the Division of Medical Sciences.

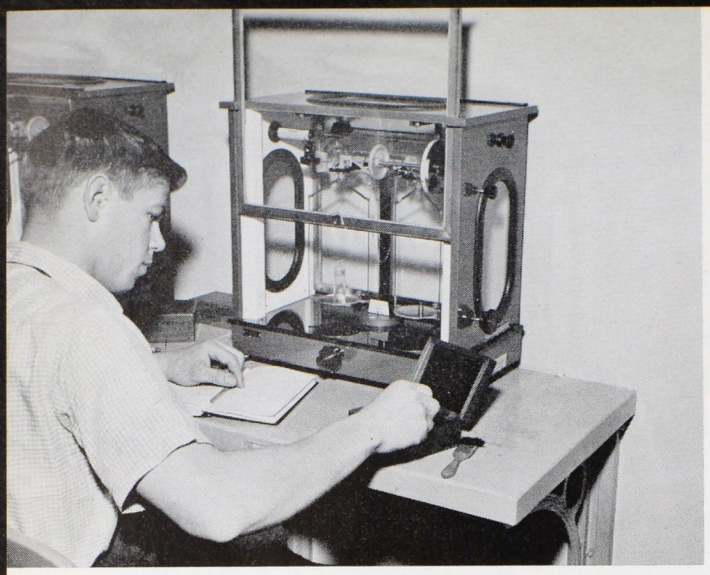


■ John Medici, '59, is conducting a high pressure reduction in a machine capable of withstanding pressures up to 1000 pounds per square inch. This instrument was purchased with funds from the du Pont Grant. John will enter Rutgers University in September where he has been awarded an assistantship to continue study for the Ph.D. in Chemistry.

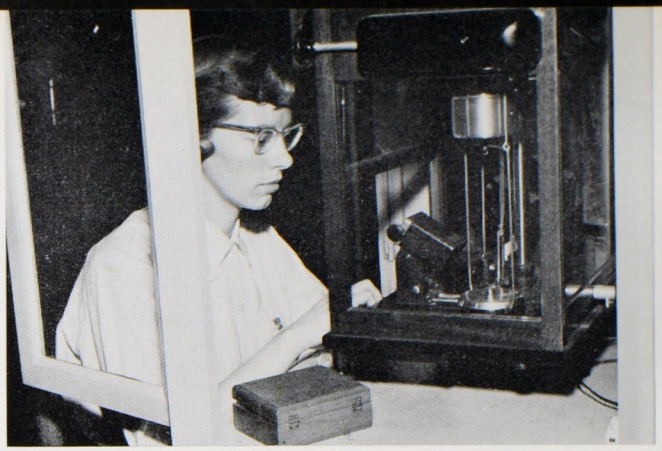


■ Staff conference on merits of various infra-red spectrophotometers. Equipment of this type is of increasing importance in teaching Chemistry and is under consideration for purchase. Similar conferences preceded the acquisition of many of the instruments shown in these pages. From left to right: Dr. Roberts, Dr. Harnest, Dr. Pool and Dr. Moyer.

SEE OTHER PHOTOS
ON NEXT TWO PAGES

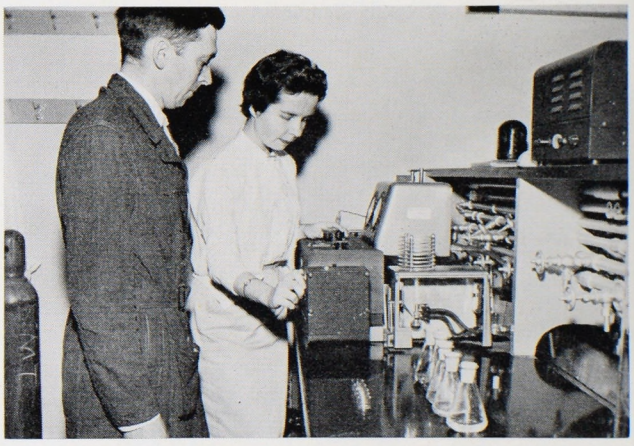


■ Alan Lamson, '60, Chemistry major and ski team captain-elect, is conducting an analysis with one of the chain-o-matic balances recently purchased for use in the "Quant lab."



■ Margaret Wodtke, '60, is operating the new rapid weighing projection balance, a gift from the du Pont Company. She has been named Chief Justice of the Women's Judicial Council, and winner of the Eleanor Ross Scholarship for the 1959–60 academic year.

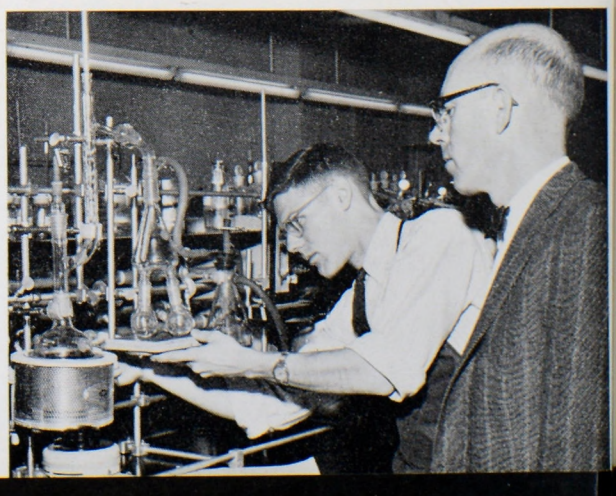
■ Susan Lucas, '59, is weighing an absorption tube on the micro-keyboard balance. This balance is capable of detecting the weight of the ink in the period punctuating the end of this sentence. Following graduation Sue accepted a position with Merck, Sharpe and Dohme, Rahway, N. J.

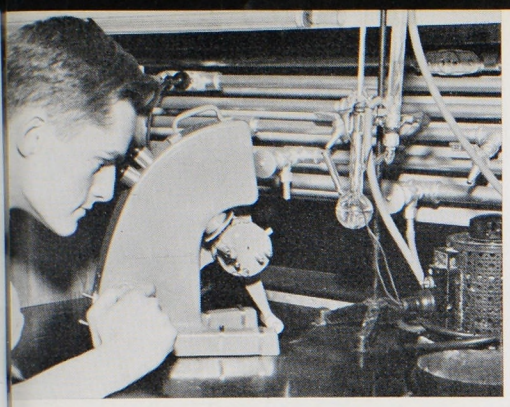


■ Dr. Roberts assists Virginia Lyons, '59, in setting up the new flame photometer attachment for the visible-ultra-violet spectrophotometer. "Ginny" graduated with Honors in Chemistry which she earned by conducting research on the use of the flame attachment which is a gift of the du Pont Co. She has taken a position with Monsanto Chemical Co.

■ Dr. Harnest is locating an organic compound in the new storage vault. The molded plastic skylights provide protection for the main building by blowing out in the event of an explosion.

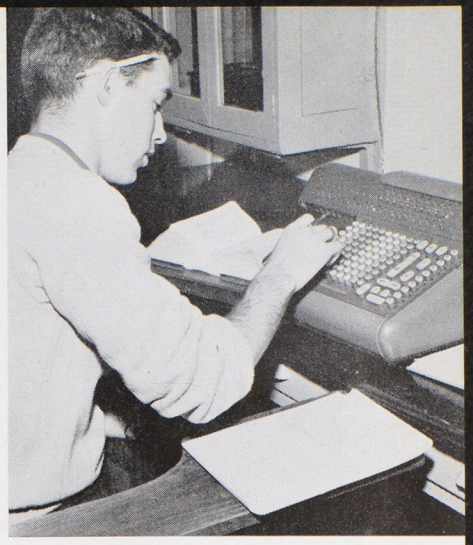
■ Dr. Harnest inspects John Lewis' set-up for reduced pressure fractional distillation in Advanced Organic Chemistry. An excellent collection of glassware with interchangeable glass joints is available for student use in advanced courses. John is a Graduate Teaching Fellow and a candidate for the M.S. degree next June.



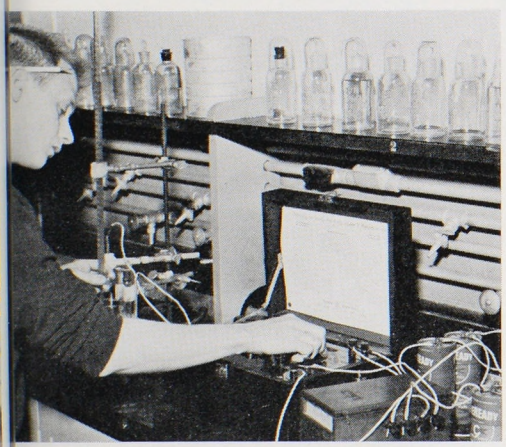


■ David Harpp, '59, takes the Refractive Index of an organic compound. This new refractometer is a replacement for the one which had been in use for many years. Dave will study for his M.S. degree at Wesleyan.

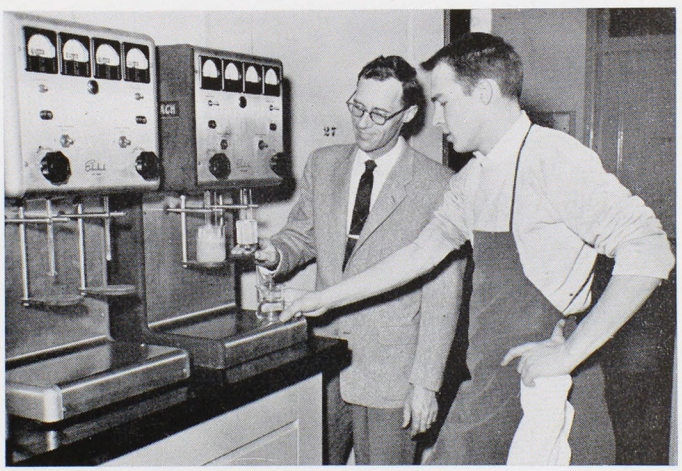
■ David Schwartz, '62, who won the Annual Handbook Prize for earning the highest average in Chemistry during the first semester of the past academic year, receives instruction from Dr. Moyer on the use of the analytical balance.



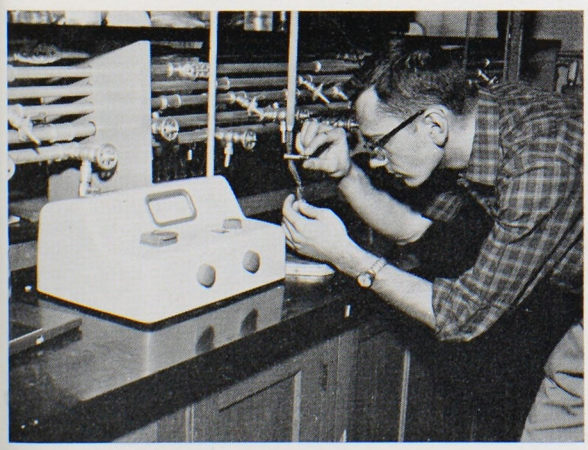
■ Stephen Cohen, '59, finds the calculator, a gift from du Pont, much faster than log tables in solving Physical Chemistry problems. Steve, a Chemistry major, will enter Medical School in the Fall.



■ Lewis Parker, '59, graduated with Honors in Chemistry. He is shown taking measurements with a potentiometer in the development of his Honor project. Lew held the American Cyanamid Scholarship last year and has been awarded a $2250 fellowship at Stanford University to study for the Ph.D.



■ Dr. Pool is instructing James Perry, '60, in the use of an electro-analyzer. Instruction in the use and function of modern instruments is an increasingly important aspect of training in Chemistry. Jim is a pre-medical student.



■ William Hussey, '59, president of the senior class, finds the colorimeter a useful instrument for rapid analysis in Physical Chemistry. Bill held a full tuition Avon scholarship during his four years at Middlebury. He plans to enter graduate school after a tour of duty in the Army

■ Howard Mettee, '61, has just prepared sulfanilamide. He is shown here checking the melting point on a Fisher-Johns apparatus, another gift from du Pont.

Seniors Reflect on Past Four Years

Carolyn Parks, a math major, student leader and member of Phi Beta Kappa will use her training in mathematics in a position with the new National Aeronautics and Space Administration. Carolyn presents her reflections on four years at Middlebury:

IN THE last hectic weeks before graduation it would be well for every member of the Class of 1959 to reflect upon his College and upon his career here. It is at this time that the most valuable deliberation is possible, for soon time will color our memories of Middlebury, as it always does a past and primarily pleasant experience. So it is now, at the close of four years of association with the College, while we yet remain a part of it, that we can make the most meaningful and valid evaluation of our education.

The Class of '59 has had lots of problems and lots of fun. We have participated in the reorganization of student government and experienced the growing pains of that organization. We have been the first to take part in the new honors program, which too has had its share of growing pains. We came early enough to enjoy two Junior Weekend variety shows and have been here long enough to share the pleasures of a new theater. We were the last sophomores to have cars and the last to hear Professor Heinrichs lecture regularly. And we have finally been able to watch our skiers win our own Winter Carnival meet!

Ours has been a class a majority of whose members have achieved a balance between the academic and the extra-curricular. Of course, there are always those who go overboard, but these have not been outstanding in our class. The prevailing serious attitude with which the honors projects were undertaken and the large number of Dean's List students speak well for the group. The concern of the Student Educational Policy committee for Middlebury's intellectual atmosphere and their initiative in gathering thoughtful senior opinion are certainly to be commended. The very fact that nearly fifty percent of the graduating class intends to continue its formal education points to an intellectual curiosity that has been either awakened or encouraged on the Middlebury campus.

(Continued on first column of next page)

An English major and honor student, Ronald Friedland was active in student affairs and Editor of *Frontiers*, student literary magazine. Ron who will do graduate work in English literature, analyzes his Middlebury reflections:

THE difficulty in analyzing a senior's reflection is that we now stand too close to the mirror of our reactions, the objectivity of time has not yet shadowed the dissatisfactions or etched our more significant and valid evaluations. The Spring sun has burnished the depression and doubt of the past drab winter, but the College is still in the foreground, and the details of General Examinations are sharp, and in many cases, still painful. The double image which is reflected in these final weeks of term papers and Lake Dunmore and concluding lectures is the self we have been, and the self we hope to be—but a certain greyness of trepidation obscures the outlines of the future. From the winter dusk of the Snow Bowl to the twilight of the Abernethy Room we are moving into the chromium and stainless steel world of business and social competition, and the problem which confronts us is one of meaning.

As the Editor of *Frontiers*, Middlebury's literary magazine, I have seen in the poetry, short stories, and sketches produced during the last three years an increasing dissatisfaction with a world of metallic values and die-cast social obligations. In these creative efforts is embodied a fear of the sterility of the business world, the animality of the country club, the emptiness of an existence spent changing the cut and color of personal values to suit the fashions of the economic and social situation. These people do not fear the incandescent world which confronts them after graduation—the terrors of an impersonal, logical, pragmatic Twentieth-Century are not new to us. The fear is that of finding meaning—where in this hard-edged formica world are to be found substantial values which can resist the scythe of materialism and competition? The problem of our generation is not that the end justifies the means, but that the means has been completely eclipsed by the end. It is no longer a question of justification, but of necessity. And where in a world of necessities can personal in-

(Continued on second column of next page)

In line with increased expectations on scholastic achievement administration, faculty, and students alike are striving for improvement. A consciousness of the need for alteration of the curriculum prompted the invitation to four prominent and experienced educators to study and evaluate the situation here. It will prove these men geniuses indeed if their constructive criticisms live up to expectations, for how can an outsider possibly become thoroughly enough acquainted with Middlebury in three or four days to give us the full benefit of his knowledge of educational matters? It was, however, a commendable attempt and shows the concern of the faculty and administration with the most beneficial and economical use of resources.

There seems to be a disease which is sweeping the campuses of the whole country, and this condition goes by the much overworked name of Apathy. Time and time again the question is asked, "What to do about it?", "How can this lethargic attitude be overcome?" Perhaps if we spent less time worrying about this vague, ill-defined concept we could devote more of our energy to measures which would bring about its correction.

Could it be that a reason for a great deal of the problem is that so many of us are so much alike? A vast majority of Middlebury students are from very similar economic and social backgrounds; we come to college with typical upper middle class values firmly impressed upon us, and after several years that may at times be quite unsettling we finally come to "know ourselves" and leave with the same values even more deeply entrenched in our habits. Not that we have nothing to offer each other in the way of fresh insight, for those late, late bull sessions have introduced everyone to new ideas and have provided a testing ground for myriad schemes. But wouldn't the admission of a greater variety of students provide even more valuable experiences for everyone? Many of us are aware of the contributions of our foreign students; Middlebury as a college community is definitely richer for their having been here. Perhaps the same opportunities could be made available to a greater number of foreign and exchange students in the future.

All, however, is not the fault of the admissions offices; in fact a great deal of the blame must fall upon us as individuals. How many of us have made a real effort to get to know the quieter, more shy people on campus? How tolerant have we been of the individual who went independent because he was firmly convinced that this action was best for him, or of the student who was truly dedicated to his work and who felt that Academia was a more worthy pastime than a Stu U break or sunning behind the dorm? It's certainly far easier to gather a group of close (*Please turn to page 15*)

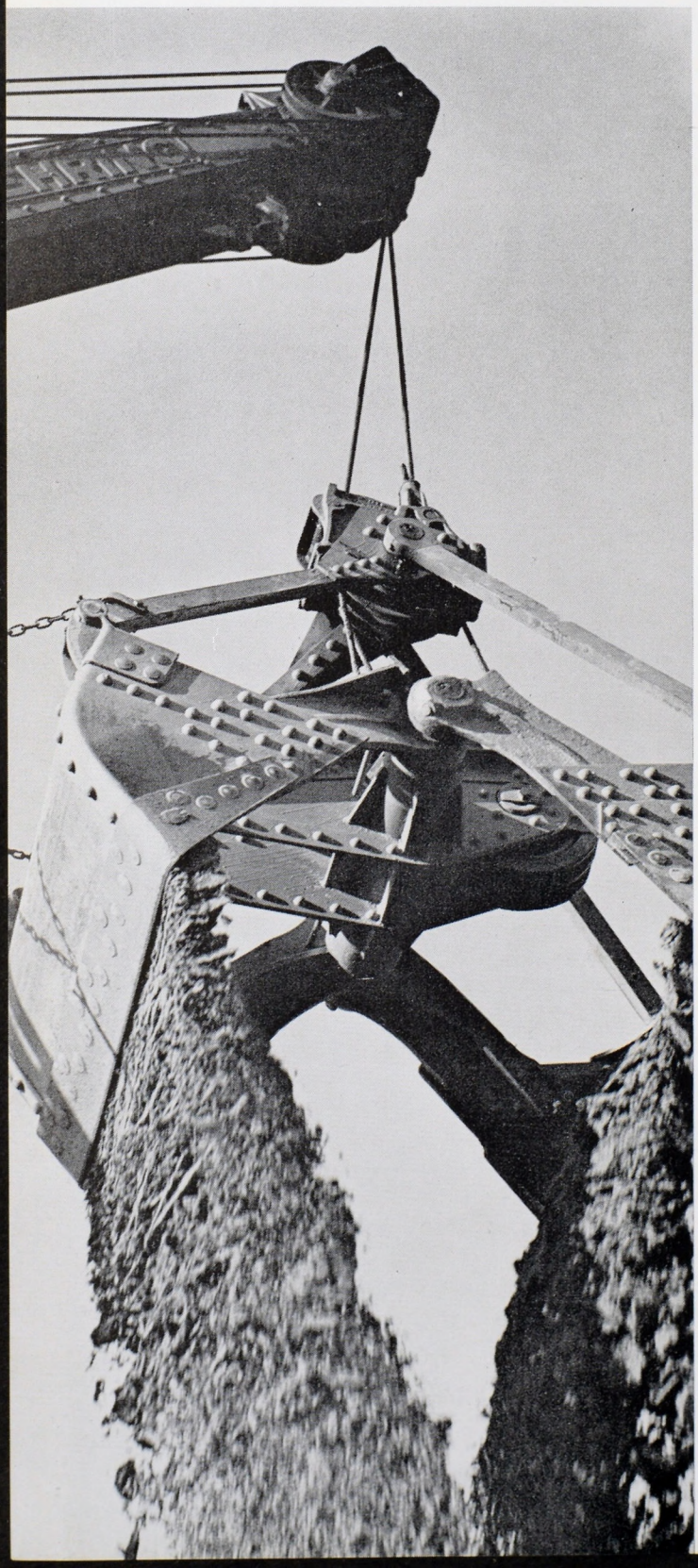
tegrity and self-respect find a place; where in the aridity of ranch houses and station wagons and cocktail glasses can the sensitive root of dignity find fertile soil? Plastic has become more meaningful than humanity, and my generation fears that perhaps plastic will replace humanity.

Graduating into this world, many students are also afraid that they will be forced to adopt a social and ethical astigmatism. In any civilization which attaches great value to the inanimate, the central and primary philosophy must be one of compromise. And compromise will not allow fullest perception and widest vision, for to compete and gain and win we must be blind to much that is ethical and humane. My generation is afraid of becoming the Astigmatic Generation, selfaberrated so that we may satisfy desire without scarring self-respect. In such a blinded world we do not search for meaning, but hide from it. For meaning tells us about ourselves, serves as a standard with which to appraise ourselves, and if compromise must reign we do not want self-knowledge. Self-knowledge is painful because it is attained through self-denial, and our age is one which negates religion and philosophy but not materialistic values.

Much of our fear is not of "can we be?" but of "what will we be?" Will we be a generation searching for meaning without self-reflection in the responsibilities of the bloodmobile, the Garden Club, the Woman's Club, the Golf Club—searching for a transparent meaning in which we cannot see our own faces, are afraid to catch our own eye? Is this the New Philanthropy, which does not obscure the participant but negates him? This is the greatest fear of my generation, that we shall always be afraid. That after graduation we must turn our backs upon ourselves so that introspection will not grey and darken the brightness and glare of the chrome and steel, and we will not really become what we are forced only to seem. We are afraid that after leaving Middlebury we will lose our ability to criticize this world because we will become at one with it. And the pathetic figures in the short stories and poems will no longer remain characters—but will have been prophetic of the future situation of the undergraduate writers themselves.

Considering the past years here at Middlebury, we wonder if any of the attitudes and opinions embodied in student policy decisions adumbrate the world into which we shall graduate in June. We have firmly opposed compulsory Chapel, yet the students themselves, in the Undergraduate Association, carried through a compulsory safety lecture. Are we already conditioned to accept determinism when it is voluntary, and to oppose discipline (*Please turn to page 15*)

Construction on the Upper Campus



CONSTRUCTION work has started on the College's new Dining Hall-Student Center facilities immediately adjacent to the west and south sides of the present Student Union. The last issue of the NEWS LETTER (*Spring, 1959*) gave a resumé of the ways in which these new facilities will be used, and of the vital needs they will fill. The entire freshman class, both men and women, will eat together in the new Dining Room. Location of the game room and College Store downstairs, and the lounge and offices of student activities upstairs will bring the freshmen into natural and easy contact with upperclassmen.

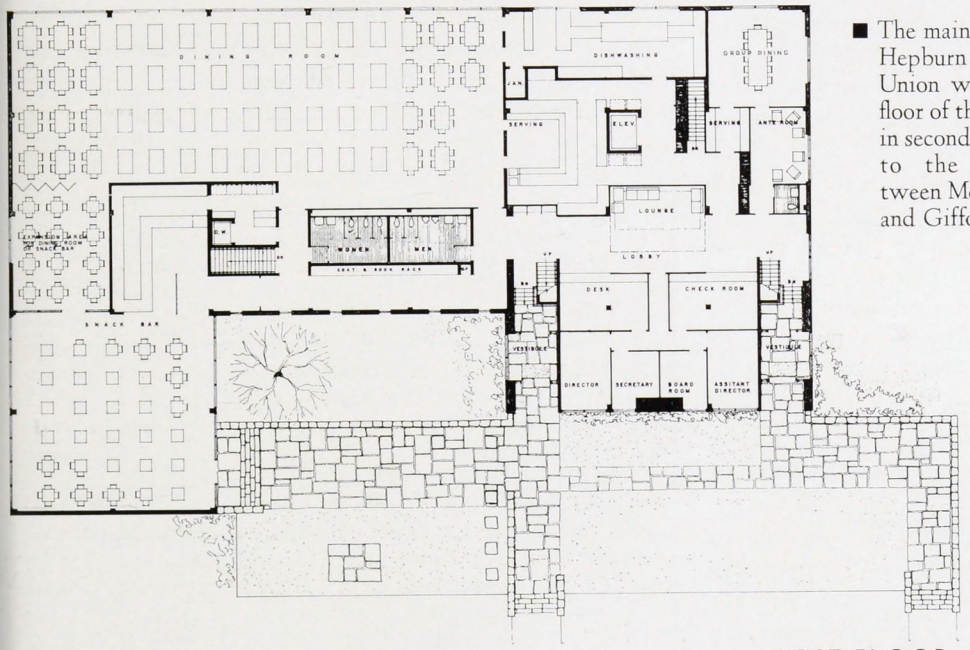
On the opposite page are floor plans, site plan, and an architect's perspective drawing of the exterior of the new building. It will be of steel frame construction, with pitched slate roofs and native stone exterior walls. The pleasing sense of homogeneity on the Middlebury campus has been achieved by making each building different in detail, while harmonizing with its neighbors in basic architectural style and concept. In Stewart Hall, for example, a stone from Panton, Vt. was introduced to the campus; and also for the first time slate was used for windowsills, steps, and other trim. The Dining Hall-Student Center building will return to Weybridge stone, most recently used on Wright Memorial Theatre; but unlike other buildings of this stone on the campus, will have slate trim.

WHEN the new building is ready for occupancy, early in the summer of 1960, the present Student Union will be vacated and torn down. The foundation will be slabbed over to provide an entrance terrace for the new building, bringing the entire project to completion by the opening of the fall semester in September 1960. Although the new structure will invade the area occupied by tennis courts south of the present Student Union, a skillful rearrangement of these courts by the College Buildings and Grounds Department will result in retaining all of them.

Entrance from the tennis courts to the new building is at the ground floor level. At the right of the entrance are: a television viewing room, and a game room for billiard and ping pong tables. To the left is the College Store, which will also use the game room for textbook distribution at the beginning of each new academic year in September. All students, both men and women, will receive their mail in the boxes located outside the entrance to the store. Down the corridor, beyond the entrance to the game room, are a music practice room and student work room, including darkroom facilities. The remainder of the ground floor is comprised of kitchen, meat shop, and storage facilities.

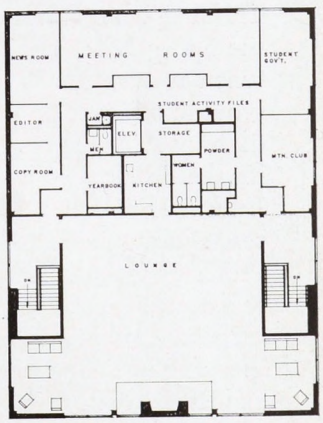
ON THE first floor, the main desk and office of the director are centrally (*Please turn to page 15*)

The New Dining Hall—Student Center



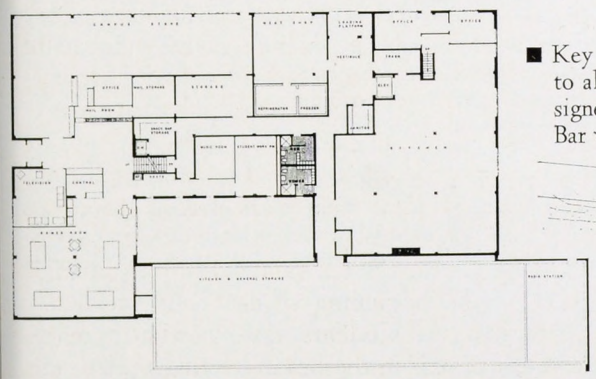
FIRST FLOOR AND TERRACE

■ The main approach to the new building will be from Hepburn Road. Foundation of the present Student Union will provide a terraced entrance to the first floor of the new building. Windows flanking fireplace in second floor lounge afford view of Green Mountains to the East between Mead Chapel and Gifford Hall.



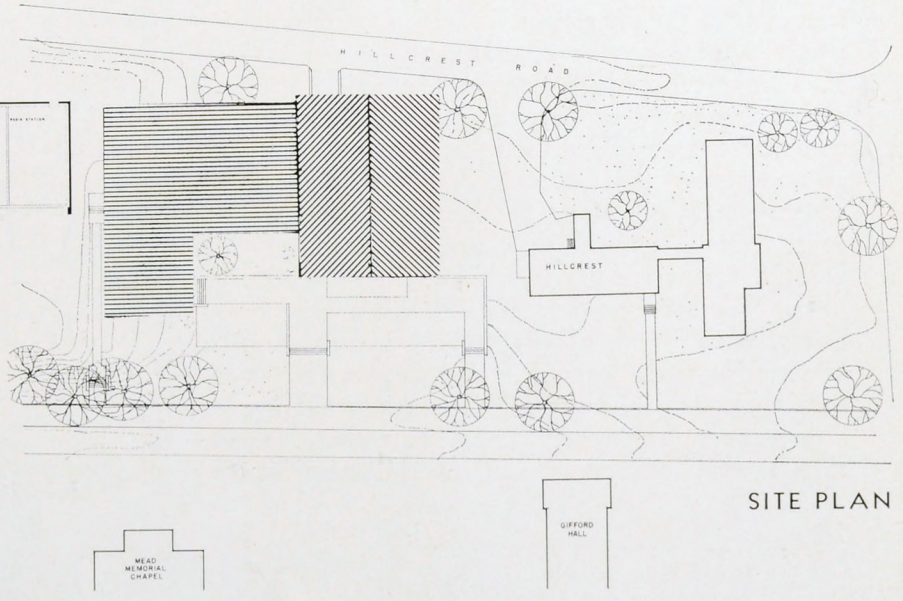
SECOND FLOOR

■ Key feature of first floor plan is Expansion Area linking Dining Room and Snack Bar, to allow overlapping use at non-conflicting hours. Dining and serving rooms are designed to accommodate either table service or self-service meals. Doorway from Snack Bar will give direct access to outdoor terrace when weather permits.



GROUND FLOOR

■ Kitchen has been located to permit second dining wing to be added sometime in future behind Hillcrest Hall. Should this ever be done, kitchen storage, print shop, and mailing service occupying present Student Union basement could be moved to ground floor of the future addition. By connection through Game Room of new building, area below terrace could then become bowling alleys.



SITE PLAN

with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*

ANOTHER college year has brought important changes to the curriculum as we strive to keep abreast of rapidly expanding horizons and the ceaseless changing of emphases. This year's most significant change in our academic program has been the adoption and implementation of an entirely different philosophy of Teacher Training which Dr. Cubeta described on this page of the *Spring Issue*. The initial alarm expressed by many when it was rumored that Education courses per se would no longer be available for credit toward a Middlebury A.B. degree has been replaced by enthusiasm for the Teacher Training Program set up by the Faculty Educational Policy Committee. Students planning to teach in any field and at all levels now consult with Professor Grant, Director of Teacher Training, during registration periods. His first report shows that 112 such students conferred with him in the preliminary planning of their programs for the fall. This represents an increase of 25% based upon our experience in recent years and, fortunately, these prospective teachers are amazingly well distributed among the three upper classes, 37 seniors, 35 juniors, 40 sophomores.

Professor Grant's contacts with State Certification Boards have raised complex problems as was expected but again the outlook is most encouraging and everywhere he has found education authorities receptive and cooperative. We can almost say with definite assurance that a Middlebury student can qualify for a provisional teaching certificate in any state on the basis of the Middlebury program, especially if he plans to teach in high school. Prospective elementary teachers can be equally assured where the States of Vermont, New York, Massachusetts and Maine are involved. Much remains to be worked out with the State Certification Boards but Dr. Grant is encouraged over the prospects. He plans work this summer with the Boards in New Jersey, Pennsylvania, Rhode Island, and New Hampshire. Also to visit Harvard, Boston College, Boston University, Brown University, and other institutions offering the fifth-year plan for a master's degree in teaching. In addition, Professor Grant is taking an intensive Teacher Training course himself at the University of Vermont to be more adequately prepared for his Problems Seminar next fall.

NEW courses to be offered in the fall include Intermediate French, designed for those students who have studied the language but are not ready for the advanced level of syntax, reading and oral practice demanded by French 12; a semester course in Greek and Roman Satire in Translation to be offered by the Classics Department in conjunction with the Greek Drama; and an expansion of the work in Twentieth Century Philosophy from a single semester to a full year to afford opportunity for a more adequate treatment of philosophical and logical empiricism. Consistent with our new approach in Teacher Training, courses in the methods of teaching mathematics and home economics have been dropped.

A LOOK AT CHEMISTRY

(*Continued from page 7*)

(2) It is ventilated 24 hours a day so that any organic vapors which are liberated will be immediately removed from the vault atmosphere; (3) All motors (ventilation fan motor and unit heater motor) are spark free and explosion proof; (4) Light switches are located in the Chemistry Building in order to avoid arcing in the vault. For the same reason a remote control thermostat has been installed; (5) Lights are explosion proof; (6) Two large plastic domes in the roof are designed to blow out in the event of fire or explosion. Of course they also admit light; (7) A modern sprinkler system has been provided (the main building also has a sprinkler system); (8) A vault within the vault has been constructed for the storage of grain alcohol. Federal regulations require that tax-free alcohol be stored in a separate locked compartment; (9) An 18 square inch flue has been built into one corner for storage of active metals such as sodium and calcium. This flue has a separate vent leading directly outside to exhaust fumes in the event the metal ignites; (10) Fire doors are provided at each end of the vault; (11) Outside the vault a crane lift with 750 lb. capacity has been installed for the purpose of transferring 50 gallon drums from the delivery trucks into the well beside the vault. The floor of this well is on approximately the same grade level as the vault floor and the basement floor of the Chemistry Building; (12) The vault is constructed of concrete blocks faced with rough cut marble to harmonize with the main building; (13) The service driveway has been relocated with the entrance now on College Street. The new drive has been paved with black top. Grounds from the Chemistry Building to College Street have been filled and seeded with grass.

THE members of the Chemistry staff are very busy people this summer. Dr. Harnest and Dr. Pool are teaching in the summer sessions of the University of Vermont and St. Michael's College. Dr. Roberts is a member of the Middlebury team invited to participate in the 1959 Campus Community Workshop in Colorado Springs sponsored by the Danforth Foundation.

Dr. Moyer is a member of the Faculty Educational Policy Committee which is spending the summer in further evaluation of the Middlebury curriculum. This study is made possible by a grant from the Ford Foundation. Professor Moyer also will represent the Chemistry Department at the Wooster Conference on Re-

search and Teaching in the Liberal Arts College held at the College of Wooster, Ohio. The schools participating in this conference are the thirty small colleges which have been most productive in preparing students for Ph.D. work in the last decade.

SENIORS REFLECT ON PAST FOUR YEARS

By Carolyn Parks

(*Continued from page 11*)

friends whose main characteristic is sameness. This sort of homogeneity breeds stagnance; a thinking person is careful to avoid such narrowness. Therefore what better time than now for some serious introspection, a gathering together of one's self and a redefinition of goals? Many are quick to criticize administrative policies cloaked in New England respectability and the extremely sheltered existence we lead, where the women are locked away safely at night on their side of the campus and where chapel cards are carefully counted each week. Criticisms such as these become valid, however, only when he who is unsatisfied has considered the possibility that the deficiency may not be in his environment, that it may be in himself. This applies also to things we take for granted, practices which occur habitually without rhyme or reason. Tradition is an integral part of Middlebury, a part of the College which exists whether we agree with some of the practices or not. Those who are not pleased with these things might do well to consider some of the precedents which are fast becoming traditions in our own time—habits we ourselves are unconsciously forming which may or may not be worth continuing.

The Class of 1959 can rightfully feel a sense of accomplishment, but there is much unfinished business which we leave behind. To future classes we leave the possibilities of witnessing a solution to the touchy compulsory chapel problem, of seeing the advent of a really effective program of enlightened faculty advising, of determining the real worth of sororities at Middlebury, and of perhaps someday having enough telephones in the dorms.

Our environment at Middlebury has definitely been a valuable experience, although it is not representative of the lives we will soon be leading. It won't be long before we will begin to miss the nearness of such lovely spots as Halpin's or Bittersweet. We'll miss the awareness of the everpresent strength and peace of the surrounding mountains. Not soon forgotten will be the relaxed companionship of a group that really has few responsibilities, nor the knowledge that when the complexities and confusion of life become unbearable a scant minute's walk will take one to quiet solitude in the woods behind the Chateau or to the still magic of a sunset viewed from Pearsons Hill.

Probably never again will such a wealth of knowledge be at our fingertips; never will we find so many well-informed people willing to discuss any and all types of opinions. The faculty is as close as Monroe or as their own homes; we have gained much from contact with them, whether it be in the classroom, timing a woodsmen's event, skating in the ice show, or at a church supper. Middlebury has a student-faculty relationship which is rare and well worth preserving.

By Ronald Friedland

only when it seems inevitable? Is ours a conservative generation, conservative as undergraduates and secure as alumni?

It has been suggested that "no one gets indignant anymore," and in reviewing the past years we wonder if the students have experienced true indignation or felt only momentary irritation. We wonder if that which has been too frequently referred to as "apathy" is a symptom or the disease—if we are already afflicted with too great a regard for those values assigned by society, and too little a desire to preserve our self-respect. Radicalism is not a manifestation of progress or increased awareness, too often it is merely conservatism clothed in conscious non-conformity. Much of what has been attacked as "apathy" at Middlebury is actually cautious and considered self-appraisal, and to realize that these students are not blandly satisfied one need only read "The Campus" or *Frontiers*. But we do not question the degree or extent of this dissatisfaction here, but rather the duration of it.

The fear of graduation is that our critical faculty will become imprisoned in the cyst of competition and social advancement, that those who see the social and ethical flaws in our system as undergraduates will become blind to them as alumni. We graduate with perception and sensitivity, with perhaps a more objective awareness of our relationship to the chromium and stainless steel world than we shall possess after having entered it. Our vision is unaberrated, and if our idealism is as yet untempered in the fires of the practical and the expeditious, perhaps our self-respect is also unalloyed. As seniors we do not know where to find meaning, but our greatest hope is that as alumni we shall not forget that it does exist.

CONSTRUCTION ON THE UPPER CAMPUS

(*Continued from page 12*)

located with respect to the two main entrances from the terrace and the two stairways to the second floor. The College Chaplain, serving as assistant director, will be located in this central area also. Opposite the desk is an informal lounge to accommodate persons waiting for appointments. The remainder of this floor is occupied by dining room, snack bar, and serving facilities. The small group dining room fills a need which has not previously been met on the campus.

Arrangement of access to the second floor and the main lounge has been designed to facilitate an easy flow of traffic when large receptions or dances are held in the lounge. The two alcoves of the lounge (in which furniture is shown on the plan) will be of convenient size and location for small orchestras at a dance or musical ensembles for a recital. The remainder of this floor is given over to offices of student activities, of which the three-room suite of the campus newspaper is the most extensive. The area shown as "meeting rooms" on the plan is divisible into three units by the use of two folding partitions. Each student activity or organization which does not occupy permanent office space will have a locked file cabinet in the space outside these rooms; and will be able to schedule use of one or more of these divisible rooms for its meetings and other functions.

All-in-all, the building will provide for a multitude of student needs; and has been designed to do so with a flexibility which is exceptionally economical of space. It will be a welcome and very handsome addition to the campus when it is completed in 1960.

At this point some of our readers may be asking: *In the face of needed funds for the Library Project, faculty salaries, and other academic facilities—how can the College afford the new Dining Hall-Student Center at this time?*

The answer: The new building will be financed under the provisions of a special program established by the Federal Government to enable colleges and universities to build 'income producing buildings' such as dormitories, dining halls, student centers, etc. under very favorable long term, low interest, and self-amortizing loans. Construction of Stewart Hall and the much-needed current renovation of Hepburn Hall are both being financed under this program. By taking advantage of this assistance offered by the Federal Government, the College is able to concentrate all its fund-raising efforts in support of the important needs mentioned in your question.

1959-1960 College Calendar

SEPTEMBER		
17	Thursday	Freshman Week begins
21	Monday	Classes begin
OCTOBER		
10	Saturday	Alumni Homecoming Day
17, 18	Saturday, Sunday	Parents Weekend
NOVEMBER		
12, 13, 14	Thursday, Friday, Saturday	Religion Conference
26	Wednesday	Thanksgiving Recess begins
30	Monday (8:00 A.M.)	Classes resumed
DECEMBER		
12	Saturday	Christmas Recess begins
JANUARY		
4	Monday (8:00 A.M.)	Classes resumed
23	Saturday	First Semester Classes end
25	Monday	Examinations begin
FEBRUARY		
3	Wednesday	Examinations end
4	Thursday	Mid-year Recess
8	Monday (8:00 A.M.)	Second Semester begins
25, 29	Thursday, Monday	Winter Carnival Recess
MARCH		
18, 19	Friday, Saturday	Middlebury Conference
APRIL		
2	Saturday	Spring Recess begins
11	Monday (8:00 A.M.)	Spring Recess ends
MAY		
28	Saturday	Second Semester Classes end
30	Monday	Examinations begin
JUNE		
9	Thursday	Examinations end
11	Saturday	Class Day
12	Sunday	Baccalaureate
13	Monday	Commencement

A Welcome to New Readers

With this issue, *Your Family and Middlebury* welcomes as new readers the parents of 381 new undergraduates entering the College this Fall. The College hopes that they will join with the Middlebury parents of other classes in maintaining a common interest in their son's or daughter's college in the Green Mountains of Vermont. *Your Family and Middlebury* can never substitute for a letter from a son or daughter, but the College trusts it will prove worthy of your attention and serve as a means of keeping you informed of life and educational activities at Middlebury.

As the College welcomes the parents of new students, she also realizes that Middlebury loses direct contact with the parents of the Class of 1959. The College would be honored to retain the readership of her "graduate parents" so do not hesitate to drop a card or note to the President's Office if you would like to stay on the mailing list of *Your Family and Middlebury*.

RETURN POSTAGE GUARANTEED

YOUR FAMILY AND MIDDLEBURY, Old Chapel 36,
Middlebury College
Middlebury, Vermont